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ABSTRACT

This training manual and program guide for staff focuses on planning and designing a notional-functional curriculum for English as a Second Language program. Chapter 1 explains a notional-functional curriculum that is designed around instructional objectives developed upon interrelationships between language functions and notions. The focus of chapter 2 is assessing needs of clients. Following a discussion of rationale, the needs assessment instruments used in the program are described, including intake form; John test; and surveys, questionnaires, and evaluations. Judging learner attainment of objectives is also considered. Chapter 3 discusses the principal elements of a notional-functional curriculum, as taught in a series of seminars. Five stages are described: (1) orientation to the curriculum, (2) development and testing of student assessment instruments, (3) experimenting with planning and developing a mini-curriculum, (4) identifying language competencies and planning learning experiences around them, and (5) workshop on testing. Chapter 4 presents answers to a survey of program personnel to reveal their attitudes. Appendixes include materials on functions and notions, instruments, and a curriculum in learning Russian. (YLB)

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ASSOCIATED YM-YWHAs OF GREATER NEW YORK ENGLISH LANGUAGE PROGRAM

TRAINING MANUAL

FOR

FUNCTIONAL/NOTIONAL SYLLABUS PLANNING

Supported and made possible by a 310 Special Projects Grant from the New York State Education Department - Division of Continuing Education.

CE 032 029

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PROGRAM DIRECTOR

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INTRODUCTION

This is both a training manual and a program guide for the staff.

Influenced by the concepts and literature of a notional-functional curriculum, those who design this curriculum and use it, view it as a continual planning process.

We are many teachers integrated into individual classroom units but at the same time part of a complete program. Without disrupting the individual style of each classroom, we need a curriculum that promotes movement through the program. We are using the language needs of the students as the best background to organize this curriculum. As the needs are identified and met, movement occurs. During this process the teachers' task is also clarified.

As any ESL teacher or administrator knows, the instructional content has almost no limits for people who are learning a new language. In terms of topics you can learn about space programs or garbage collection. People will discuss presidential politics or their "super". Any of these topics can be perfectly legitimate and even necessary content for instruction - and are.

Nevertheless, there is an unavoidable and insistent need to limit material. It is one of the most critical factors in planning. This factor has allowed for the creation of many different and rich methodologies in the field. In fact, as soon as one group of educators develops a particular approach, another group is ready to create a different approach which focuses on areas that have not been emphasized. Just to cite one example, the choice of the audio-lingual method to restrict vocabulary

so as to learn the rich and limited variety of structures, has left the field open for more cognitive linguists to develop approaches for enriching vocabulary. And both of these choices have left the field open for the development of receptive skills, like listening.

This process of limiting material by choosing "something" or"some way" to proceed through each class can be an overwhelming task for individual teachers. Even for those who are secure with their style and methodology, there is a need to relate their activities to other classes in the program. In addition to relating the instruction to the whole program, instruction should be related to the students' plans beyond the classroom.

Our curriculum is an attempt to enhance the perception and flexibility of instructors by helping them develop skills in planning based on learners' needs. Not only planning on the basis of learners' needs but also staying open to their needs, are vital skills for instructors to develop.

Supplying instructors with many sources of information about the learner generates a variety of activities and material. This information helps in determining the level and the content of the material as well as the approaches to presenting it.

The language learners are helped to progressively understand and express their needs largely through interviews and surveys. Clerical personnel and teacher assistants are trained in the use of these instruments. The results of these instruments produce useful data and determine learners' placement and movement in the program. The instructional staff also receives guidance in transforming this data into instructional objectives.

Since it is the administration who has to balance the needs with the resources of the program, program managers and administrators are assisted in their efforts first, by being provided with learner-based needs information and secondly, by the results of the Program Objectives Survey. In addition, the information gathered from the survey allows students and instructors to understand the decisions of those planning the program. Through a negotiating process of all those involved, pathways are opened to achieving the objectives and also limits are set as to what will be offered.

As a process the curriculum is constantly open to change, either to further development, to revision, to limitation, etc. The instruments themselves have a secondary importance. They facilitate the process of planning. They are the means to realize the intentions expressed above, and they also allow all those in the program to achieve their personal or collective educational objectives.

CHAPTER ONE: AN EXPLANATION OF A NOTIONAL-FUNCTIONAL CURRICULUM

We are looking at language learning from the focus of an overall program. Therefore, issues of teaching methodology, learning research, materials, etc., are of a secondary nature. In thinking about an overall program we are faced immediately with these questions: What will you teach and in what order will you present it? How does the material you present relate to the learners? Why do these learners want to learn language? Finally, how do we go about answering these questions?

Almost everyone in the field of ESL is familiar with the formal approach to language learning in which the material to be learned is laid out according to a sequence of language forms. The hypothesis behind this method is that, after the learner has acquired all the grammatical components that a language contains, that person can say anything in the language. It has provided a simple framework against which to organize the sequence and levels of a language program or a textbook series.

In order to adjust for some of the critical inadequacies that follow inevitably from using this approach, such as boredom, or difficulty in learning sentences with unconnected ideas, or the interminable time to get to real conversations, the aspect of situations was introduced. The material then could be organized around situations like: At the Barbershop, At the Market, etc., without changing the basic guidelines of a sequence of structures.

In his book, Notional Syllabuses, D.A. Wilkins characterizes this approach to curriculum design as "synthetic". The learner receives doses of atomistic parts of the language which he has to "re-synthesize" by the end of the course, at which time all the parts will work together. But the language has been broken down in such a way that any part by itself is useless in a real situation. Imagine the extreme limits of someone who has only a repetoire of statements in the Present Continuous Tense. In this approach there is a careful, formal linguistic control of the learning environment. In general, the characteristics of a real language situation are not the principles governing the content of the instruction. Besides the form of language, the pronounciation, the reading, writing and listening, etc., are all treated in the same manner.

This is not without value to the learners, but lately it has been shown not to be the most effective way to design a course. There are many points to consider, but the capping argument is that once you have completed a grammar based course, you still have many basic items of language to learn.

In contrast, Wilkins describes the "analytic" curriculum as the result of analyzing the authentic language situation in a different way. Rather than seeing language as an isolated phenomenon in a social situation, it is seen as communicative behavior. The relationship of the participants, their motivations and meanings in speaking and the connection between their language and these items are analyzed. The individual learning

experiences of the course then incorporate these features so that the instructional experience maintains the authentic character of a language situation.

From the viewpoint of the learner, he or she is being presented with whole language situations to learn which can be transferred immediately to like situations in the real world. No course offers everything at once nor guarantees that this is the perfect way for everybody. But unlike a synthetic curriculum in which the parts are interdependent, each part of an analytic curriculum can stand by itself.

The basic aspect of an analytic syllabus is concerned with understanding what people do with a language. "A sentence does more than communicate meaning...The speaker's purpose is no less a matter of what he is 'doing' with the language than of what he is 'reporting' through it". (Wilkins, p.23)

Van Ek describes six broad areas of language functions or purposes for which a speaker uses language utterances (Appendix 1.)

1. Imparting and Seeking Factual Information.
2. Expressing and Finding Out Intellectual Attitudes.
3. Expressing and Finding Out Emotional Attitudes.
4. Expressing and Finding Out Moral Attitudes.
5. Getting Things Done (Suasion)
6. Socializing.

These categories are further elaborated for purposes of designing a curriculum, such as number 4: Moral Attitudes - Apologizing; Expressing Disapproval, etc.

The content of meaning that is expressed in language utterances is described as "notions" in the functional-notional curriculum. Eight broad areas are indicated. They are ideas of:

1. Existence
2. Space
3. Time
4. Quantity
5. Quality
6. Mentality
7. Relations
8. Deixis (Appendix 2)

By themselves these categories do not provide the content of instruction. In other words, we do not teach representations of functions and then examples of notions, one by one. It is the inter-relationships set up between these items in actual situations that provide instructional objectives.

For Threshold Level learning, that is, the minimal level of language development needed by students to maintain themselves in most everyday situations, a model of the inter-relationships is presented. Every situation is analyzed into Social and Psychological Roles of the participants, the Settings and the Topics. Again for Threshold Level these are reduced to those situations most often encountered by any immigrant in everyday life. For specific learners these can be analyzed for their specific situations, for example, a graduate student in a Law Degree program.

For the purpose of organizing our own curriculum we will use Van Ek's chapter on Topics: Behavioral Specifications to develop learning objectives for the first 100 hours of instruction. (Appendix 3) In the N-F curriculum, language learning objectives are defined in terms of "behavior". The learners will learn to "do" something they were unable to perform at the beginning of the learning process. The objectives will specifically state the roles, the settings and the topics as well as the level of performance expected. In a communicative competence syllabus the performances that people are expected to learn are defined and publicized in advance so that both teachers and students know what is expected of them.

CHAPTER TWO: ASSESSING NEEDS

Rationale

When educational programs for adults proceed with unclear knowledge of their clients' instructional levels and educational needs, they immediately run into obstacles. ESL students with limited means of expressing themselves will somehow make known their dissatisfaction with what they feel is incorrect placement, irrelevant subject matter, or ineffective teaching methods. Sometimes they protest loudly, sometimes quietly by not showing up and most often somewhere between these two.

It is both the concern for meeting needs of clients and the clients' concern for themselves that fashion effective programs. Even when these two elements are present it can be difficult to fashion a well-tailored program. Probably the most common drawback is for program personnel to feel they know what students need and want. Conversely, a large obstacle on the students' part is that they expect program personnel to understand their needs and provide lessons expertly tailored to each of their varied needs without input on their part.

When this lack of mutual understanding and an absence of realistic expectations exist, it has to be resolved by a mutually informing and sharing relationship. Neither the teaching personnel nor the learning community has full responsibility for determining learning needs. They need to learn from and negotiate with each other.

Needs Assessment Instruments (Appendix 4,5,6,7,8)

In this program the process of assessing needs begins at intake, expands in the classrooms and is the determing factor in deciding when students have completed the program. It is maintained through a variety of instruments. A description of them follows to explain to the staff how they gather information that becomes the basis for learning objectives. Staff meetings at which teachers are asked to give input as well as a program of staff training and continual interaction with the office, support and guide this process.

1. The Intake Form

This interview is the first contact between program and client. It is an important step for the new learner. A perceptive interviewer can elicit a lot of relevant information about the client's attitude toward this undertaking.

The questions establish the learner's identity in such a way that a perceptive and experienced teacher will see at a glance where the person stands in relation to the new culture and to this educational undertaking. The profile of past efforts in studying English can give some idea of level, knowledge of English - whether academic or practical, and perhaps some ideas of learning methodology. The client's present situation on page 2 of the registration form can give some idea of the time they will be able to give to study and their reasons for studying English.

In this curriculum, unlike a grammar structure approach, the particular situations and motivations of the learners are vital in preparing lessons. Topics for the classroom are valuable in themselves and as expressions of what students are personally interested in. Language functions are vital in delivering to students the particular competencies they need to express their own needs.

Each teacher should look at every student's intake form when the student enters the class. Address and phone numbers are necessary to contact students for different reasons; in the event of emergencies, poor attendance, changes in scheduling, etc.

2. The John Test

Although it does not venture far beyond the language function of giving and asking for information, within that area it tests a client's rounded language skills sufficiently to group learners in a general way, and thus functions as a short and efficient placement test. It can also give some diagnostic information to instructors. It is re-used at each 100 hour testing period to determine progress. At this time students are advanced in the following way:

Each teacher focuses on those students at the upper and lower end of the class spectrum. At a staff meeting promotions are made in consultation with teachers and also where this is felt beneficial, a student can be transferred to a lower level.

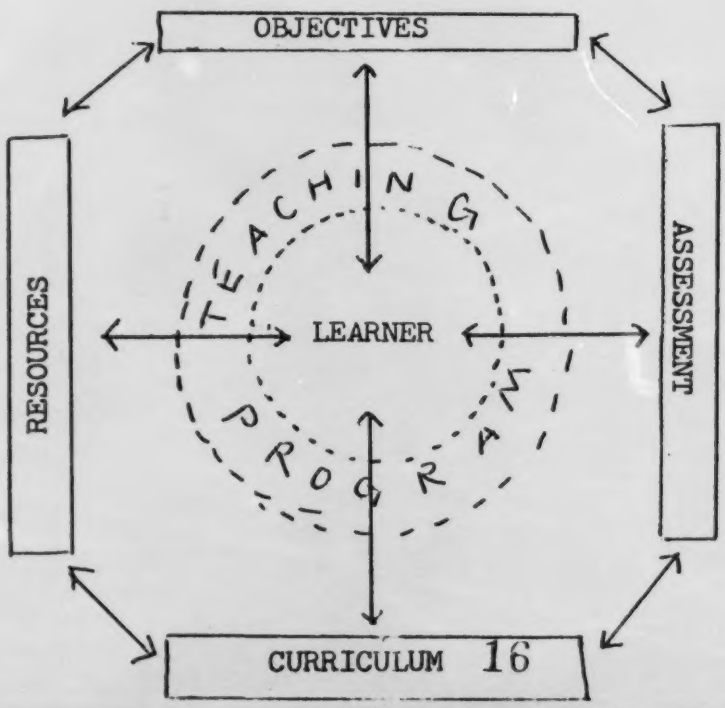
During the course of study, transfers can be initiated by teacher or student. The teacher may select another teacher to

whom the student can be transferred and the decision can be made between them and then reported to the office, or the teacher can report the situation to the office and the decision can be made by the coordinator.

3. Surveys, Questionnaires; Evaluations

The site-representatives, along with the curriculum developer, have produced eleven surveys and questionnaires to determine students' perceptions of their needs. Copies of these can be obtained at any time by teachers. The curriculum development staff is ready and willing to assist anyone in giving and evaluating the surveys. Comments and suggestions from those using the forms are most welcome as the forms are in an experimental stage. As on the intake form and the John Test, the data is to be used to guide lesson planning and classroom activities.

4. The Learner and Learning Objectives: An Overview



Everything starts from the student and goes back to him. His learning objectives will be defined not merely in relation to him, but with him and according to his resources of time, personality, etc. The methods of judging when and how they have been attained will be selected and a curriculum of learning made available to him. His language needs are not something analyzed once at intake, but a continuing process forming an integral part of the learning process itself. The design of the questionnaires is guided by the need to ascertain student needs and then relate this information to lesson planning.

The information on the intake form about a person's life situation, career and job plans, interests and achievements is valuable for either choosing topics or anticipating what topics will emerge from self-expression by the students. The teacher can explore in greater depth interests, attitudes and opinions of students through the questionnaires and surveys. One aspect of the teacher training program is to aid teachers to incorporate this into learning experiences.

Thus the learner's contributing, discussing, negotiating and participating with the program and its personnel will enable him to center his learning on himself. It will be vital then to seek a compromise between the resources, objectives, methods of assessment and curricula which the teaching establishment has defined for themselves.

CHAPTER THREE: THE PRINCIPAL ELEMENTS OF A NOTIONAL-FUNCTIONAL CURRICULUM

Every curriculum has to deal with basic issues such as the content of the learning, the levels, the methods of instruction, testing and evaluation. Since the study of any language can go on for one's whole life, we need some ideas to determine the limits of a language course.

The Program Objectives Survey is an attempt to get an idea of these limits from those administering and managing classroom activities. The learners themselves have opinions and feelings about what they would want to achieve from this program. The agencies that assign the funds for public education indicate their notions through the guidelines they develop.

Research and the experience of the language schools offer indications of what is required for adequate language learning/ Even with this wealth of information a program that wants to do more than simply hire qualified individuals to teach whatever they consider is necessary for their individual classes, is still faced with a very demanding job.

The guidelines of the N-F curriculum, organized into Threshold Level English, are the guidelines of our program. Through a year's training of program personnel, the basic tools of the curriculum were developed - they were developed in large part as teaching and managing skills and also resulted in the production of material.

1. Curriculum Tools as Management Skills

Funded by SED Project 310 Grant a Curriculum Developer, with the assistance of the ESL Coordinator and an instructional staff of five teacher representatives from each instructional site, conducted a series of seminars.

Stage One provided all personnel in the program with an orientation to the N-F curriculum. A paper and pencil test of N-F concepts was given before and after the training to determine the learning that took place. (Appendix 9) The concepts were communicated by participatory role-playing analyzed in the light of written material prepared from the literature of N-F studies. (Appendix 10)

In this stage everyone was acquainted with the basic concepts of language functions and language notions. Consult the lists of behavioral specifications worked out for them in connection with relevant topics. (Appendix 1,2,3)

All instructors will guide their planning for individual lessons by referring to the lists to develop learning objectives. In general meetings, teachers will plan units together taking into consideration the levels of their classes.

Stage Two - At this point the C-D Coordinator and Site-Representatives developed and tested in their classrooms a set of questionnaires and surveys designed to assess students' language needs. The testing process was evaluated and the surveys were distributed to individual teachers in each site.

The results of these surveys are used at general planning meetings. They are a guide to choosing and developing learning objectives. They are also an integral part of the staff training program.

Stage Three developed naturally from the previous activities. The C-D had the teachers experiment in small groups with planning and developing a mini-curriculum. The task was put to each group that they had 15 hours to spend learning Russian. Accepting their personal situations as teachers of students who were 80-85% Russian speaking, what learning activities would they set up? Each group planned its own curriculum, i.e. a series of learning activities according to a N-F schedule of planning. Each plan was evaluated and edited by the C-D and at a subsequent meeting they had the opportunity to learn Russian. The program is now in possession of a 15 hour curriculum in Learning Russian for Language Teachers (LRLT). (Appendix 11)

Stage Four was a natural development into planning lessons for ESL classes according to a competencies' focus. An underlying pervasive principle of notional-functional planning is that students learn to "perform" with language in communicative interactions. And this takes place from the very beginning levels.

At a workshop conducted by a consultant, Howard Pomann, teachers were trained to identify language competencies and plan learning experiences around those competencies. The following is a planning schema.

Categories (invariable)	Items (variable - examples)
1. Broad Competency Area	1. Health - Coping Skills
2. Specific Competency Area	2. Immediate Health Needs-Injuries, etc.
3. Functions	3. Describing Symptoms Making appointments Understanding (directions, labels, doctor's instructions
4. Language Forms	4. Actual Statements (He broke his leg),(She fell) etc.

As a result of this training teachers were further encouraged to conceptualize their classroom work as training students to perform, that is, to describe injuries, to understand instructions and responses in these situations. They were given a practical design for carrying out the kind of language teaching that subordinates mechanical aspects such as grammar forms to the need to function in real life situations.

Stage Five - The final stage of training for the curriculum project was a workshop on testing. Since a N-F curriculum addresses itself to skills that are beyond learning formal structures or correct pronunciation, the testing also has to go beyond these skills.

The Workshop participants played a few short testing games and then dealt with the distinction between language use and language usage. The bulk of language learning and testing has been about language usage, that is, the formal aspects of correct grammar and pronunciation. But language for communication is concerned with language use as well, that is, the various needs for using the language to communicate, not merely to be correct.

The content of testing is determined by the learning objectives of the instruction. Therefore testing has to fulfill certain standards; namely, that it be a communicative activity; that it be an authentic language activity; that it test language performances, not merely correct knowledge.

For our purposes three types of tests will be devised and become part of the functioning curriculum; placement, progress and diagnostic tests. The John Test, although not a N-F test, serves the purpose of placement. We will be concerned with developing progress tests which measure the extent that learning goals are achieved, and diagnostic tests which identify the factors lying behind progress or the lack of it.

We studied Van Ek's list of Topics under their Behavioral Specifications (cf.Appendix 3) for the Threshold Level. These will serve as a guide in organizing the curriculum at various levels for the first 100 hours of instruction. They will consequently be the content for progress testing during instruction.

CHAPTER FOUR: PROGRAM OBJECTIVES SURVEY

(from Identifying the Needs of Adults Learning a Foreign Language by Richterich & Chancerel; Pergamon Press)

INTRODUCTION

A program that plans its instructions according to the background of the learners' needs must look at the other side of the coin - and this is the staff and its resources. The commitment of the staff to a communicative, learner-centered program should be assessed as well as the degree to which available resources-material and human - can be allocated to meet needs. A process of negotiation has to take place based on what the program personnel are capable of and willing to do. We trust the answers to the survey will, to some extent reveal the attitudes of the program personnel.

Twenty-nine questionnaires were distributed and twenty were returned. Surveys were returned by twenty percent of the administrative/educational staff and eighty percent of the educational staff.

PROGRAM SURVEY: Responses to Long/Short Term Objectives

In approaching the responses made in narrative form to the questions about long and short term objectives, a few words about the objectives will help to bring some order into the material that has to be analyzed. In Curriculum Development: A Humanized Systems Approach (cf. bibliog) the authors discuss the connection and differences between goals and objectives. Goals are broad ideals that reflect a community's values. For example, in the U.S. a goal of public education is that citizens become productive and free members of society. Objectives are not as broad nor as general nor as idealistic.

Within a goal many objectives can be formulated depending on the needs of the learners, their understanding of the elements of the goal and their developmental level. Objectives are stated in specific terms and reflect the input and participation of the individual learners, and their function is to realize these goals.

Turning to our language program, a commonly accepted goal is that immigrants attain the ability to use English so that they can lead satisfactory economic lives. But to realize the general, idealistic goal to any extent, an objective of the language instruction would be that the learners should be able to exchange information about the nature of their own former and present jobs and those of others.

In applying this distinction to the material of the survey, we can understand some of the responses to be expressions of

goals and values, and others to be more specifically language objectives. A third category indicates competency situations in a general way. A fourth category of responses describes the methods of some psychological motivations of the learning/ teaching process.

Responses that express Goals and Values:

To speak proper English. To express themselves in good English.

To give my students the tools necessary to be productive members of society.

To get jobs according to their abilities - rather than to have to settle for menial jobs resulting from the lack of language skills.

To receive motivation and skills to establish roots here.

To enable the students to carry on simple, understandable English conversations necessary in their daily lives.

To enable the students to write simple correct English, and to understand simple written English.

Being functional on the job, in street situations.

To speak well enough to be understood.

To enable them to converse with Americans on a social level during their work day.

There were 20 respondents. Therefore a value of 5% means 1 person; 10% means 2 persons; 90% 18 persons, etc.

	% yes	% no	% not sure	% no opinion
1. Do you intend that the language taught be used in				
Private Life	75	0	5	20
Working Life	90	0	0	10

Other: Life outside the house - shopping, etc.; Only in response to specific requests; On the street, in stores, etc.; Social,consumer.

	% yes	% no	% not sure	% no opinion
2. Do you intend that instruction be given in....				
Phonology	45	15	5	35
Morphology	30	20	5	45
Vocabulary	70	0	10	20
Language Activities	65	0	10	25
Language Functions	60	0	10	30
Language Situations	80	0	0	20
Speaking	85	9	9	15
Understanding Speech	80	5	5	10
Understanding Written Matter	90	0	0	10
Writing	80	0	5	15

Comment: to Phonology - Minimal instruction, only sounds they have difficulty with

3. Who should define the objectives (Who should have input)?				
Administration	25	10	5	60
Educational Administrators	65	0	0	35
Teachers	80	0	0	20
Counseling Section	45	0	15	40
Learners	80	0	0	20
Materials	15	10	15	50
All the above	15	5	0	80
4. Who should supply information about the objectives....				
Publicity Materials	25	10	0	65
The Office	35	0	10	55
The Teachers	80	0	5	15
The Educational Staff	80	5	0	15
The Counseling Staff	45	5	10	40
5. In what form.....				
Prospectuses, Advertisements	15	15	5	65
Pre-prepared Lists	30	10	5	55
The Material Used	35	10	10	45
Syllabuses	75	5	0	20
The Teaching	65	0	5	30
Interviews	45	0	10	45

6. (Put a check before those steps you feel the program should take to accomplish the above. Again, feel free to add comments).

	yes	no	not sure
Acceptance of the objectives laid down in the material used	20	75	5
Altering those objectives & producing suitable additional material	65	35	0
Defining objectives & selecting appropriate material	70	30	0
Discussing the objectives with learners and defining them jointly	70	25	5
Discussing pre-prepared lists of objectives with learners	55	45	0
(During the course) Making definition, discussion and revision procedures an integral part of the material	75	25	0
Training the teachers in the practice of teaching by objectives	60	40	0
Creating flexible programmatic structures	55	45	0

Comments: One respondent will accept objectives laid down in materials if they are our objectives.

Another would define objectives and select material "with the learners."

Another would create "strict and definite" programmatic structures for each level of English and encourage the students to carry them out.

Another comment: "Discussing the objectives with learners is rather difficult: they have trouble defining them. Their main objective is to speak English without going into details; they don't seem to know what they need to accomplish that."

Comments concerning the attitudes expressed among the administration and the staff.

1. There is a decided concern that classroom language content be related to work needs, and a more scattered concern that it be related to private life, which here would mean all non-work situations.

We would question what perceptions the students themselves have about focusing so heavily on work-related situations.

2. The preponderant concerns in this question would appear to be with the clear-cut traditional areas of the 4 skills - speaking, listening, reading and writing along with an emphasis on situations.

   There is a somewhat lesser, though still strong concern for vocabulary.

   There is even some negative feeling about teaching pronunciation and grammar, with one comment restricting phonology only to difficult sounds. This may reflect a sympathy for the nature of our students who have immediate coping needs to deal with and little time for extras or technical aspects of language.

3. Who should define the objectives?

   The dominant preferences are for teachers and students to define the learning objectives with educational administrators close behind.

   This seems to be a preference for allowing those closest to the learning situation to control it.

4. Who should supply information?

5. In what form?

   Taking #4 and #5 together, the picture that emerges is this. The teachers and the educational staff should do the most work in communicating the program objectives to the students through the teaching itself.

6. Steps the program should take to accomplish the above.

In terms of priorities for the program, there seems to be the greatest acceptance of getting student input, defining objectives clearly and then making this a part of the on-going program through the use of materials in the classroom.

2. Responses that express Long and Short Term Objectives:

To have learners function adequately in any usual activity they need to undertake in English; to carry out whatever roles they choose for themselves - family providers, students, vocational trainees, workers, etc. To have learners understand their language needs and express them.

Students will be able to read short articles in books and newspapers.

Able to understand the hidden meanings of language and voice as native speakers do.

Able to ask me questions about the work we're doing; to read and understand textbook instructions.

I think the program should provide an opportunity for students who want to advance to do so. That is, studying literature, creative writing, journalism.

The students should be able to carry on conversations on a variety of subjects; able to read and understand; to read and summarize reading selections.

The students should be able to easily converse with their superiors and fellow workers; to shop efficiently; to handle important written forms in everyday situations.

They should purchase any needed commodity efficiently (by phone or in person); write very well - business letter, resumes, personal letters, reports.

They should learn to fill out medical, job, etc. applications; speak to a doctor, dentist, salesman, repairman; shop for food, clothing, household items.

Understand newspapers, manipulate any basic grammatical structure receptively or productively; to write about their personal feelings.

To role-play various situations; understand English spoken by Americans; on tapes, or radio and T.V.

Understand sales; prices and advertisements, use of money, directions.

Inquiring about ads, jobs and apartments;using public transport; banking; medicare services; describing emotions, visual attributes.

To talk about themselves in an interview (good points, skills, etc.); ask the boss or supervisor questions about the job.

3. Responses that describe Competency Situations in a General Way

On the job; in their social lives; everyday demands - listening to the radio, T.V., reading newspapers, magazines, advertisements.

The doctors; filling out forms.

500-700 words on such topics as: health; (drugstore, doctor's, medicines, diseases, etc.); post-office; shopping, family tree.

Talking on the phone.

4. Responses that indicate Methods for Instruction and Psychological Aspects:

So that they are comfortable with the language (a feeling word used most often in the survey) and able to function in our society.

Understand our culture and feel strong enough to retain some of their own native culture.

I would like the students to overcome their uncertainties and shyness and be able to relax and understand what's being said to them and of course be able to respond.

That students feel confident in their learned skills.

Not to be afraid to speak.

To have enough confidence; even if they make mistakes, to express themselves.

To learn in an environment conducive to feeling comfortable, taking risks and making mistakes.

I set up situations in which the students have to act out how they would behave in that situation.

Acquiring and applying skills defined in the classroom (even appropriate gesticulations) and adapting them to changing situations as defined by circumstances.

To learn about American culture and holidays, through conversation and the teaching of idioms and jokes; to check out behaviours through free conversation or writing.

Exploring and using the most acute points of interest of the whole group, this way involving the group in the learning process to avoid drop-outs.

To teach them certain structures they can use and be able to communicate.

Not to depend on native language in thinking out loud.

VERBATIM RESPONSES TO ROLE DESCRIPTIONS

Coordinator

1. To hire, supervise and insure the training of staff
2. To set up a program that reflects in philosophy and design the needs of student population
3. To plan, design and implement the direction of the program cooperatively (with input from entire staff)

My role as assistant coordinator is to keep all teachers in contact so as to coordinate (according to real needs) the supplies, testing student movement, clerical records, attendance records and curriculum.

(Adm) Guide teachers; make sure program runs smoothly, so that students are provided with best atmosphere for learning; test and place students in proper class.

(Teacher-trainer) to develop teachers in the above activities and those they see as their responsibility.

My role as teacher is to conduct an ongoing class for beginning ESL students where testing, curriculum and all related activities aid the students to identify and serve their individual needs or goals.

(Teacher) To develop learners' ability to communicate in English; to offer opportunities to understand how they can continue their lives in a new cultural setting without denying past values, without feeling they have to assimilate totally; to manage the group of learners assigned to me in an efficient, professional and humanly personal manner.

Teach the students to speak, to read, to understand English.

I feel my role in the program is to present different types of situations which students might need in everyday life. I do this through creating various situational roles that the students play out.

I consider my role as one of making it possible for my students to be able to assimilate into their new culture as quickly as possible. I want to give them the tools to be able to better learn on their own.

My objective is to meet the functional language needs of my students; the conclusion of the process being that the student becomes his own teacher.

Present thought provoking material in order to stimulate conversation in English.

Answer questions of import to student.

Give students an ooportunity to practice newly acquired language structures.

Correct errors towards improving English.

Aid students in situations when their limited knowledge of English puts them at a disadvantage.

Model structure and pronunciation of English sentences. Discuss, define and correct the appropriate use of existing skills. (At higher levels students have considerable language resources). Encourage students in refining, expanding and individualizing given models to approximate them to more personal or specific situations.

As an ESL teacher, I am essentially concerned with my students' ability to handle every day practical situations in

the outside world and to do this in fairly adequate and correct English. As I see it, this entails acquiring the vocabulary and relating to the situation, the ability to comprehend what is said and to use the information given, and the basic grammatical structures and courtesy formulas to do this. I also feel that this program should serve as an introduction and a bridge to American life and ways (to be precise - New York life!) By presenting information, by making my students understand what goes on around them, by even giving advice occasionally. I am helping them integrate little by little into American culture and society or at least to see how it functions and lessen the shock.

I also try to respond to them as individuals with their varying attitudes, beliefs and experiences, but a program like this is necessarily limited in scope and can only deal superficially with all these aspects. It cannot take into account every student's needs or expectations.

To make the students understand the basic principles in learning English, to encourage them to work on their own, to some extent; to eliminate the sensation of fear in communicating with English speaking people, to enrich their vocabulary on some specific vitally important topics of everyday English; to consider and take into account their personal needs and moral factors.

To enable the students to take their place in American society, by furnishing them with language skills necessary to conduct a reasonable and intelligent conversation. To enable them to do this, I place emphasis on memorization of dialogues,

stress grammar and try to provide plenty of time for free conversation, in which I withdraw and enable them to practice what they have learned. I also do a lot of dictation. To furnish them with coping skills.

I provide activities that will give the students an opportunity:

A. to learn the different aspects of the language and

B. to practice the material they have learned.

For example, in reading on an advanced level, I find material that is informative, interesting and appropriate. I help the students with difficult vocabulary and expressions and give them a chance to discuss significant meanings in the reading passage. If my objective for a lession is to help the students with their interview techniques, I provide role-playing activities for them to act out.

As a teacher in an advanced class, my role isn't so much a "feeder of information", but as a guide, that is, to get the students to practice what they have already learned.

SUGGESTED BIBLIOGRAPHY IN NOTIONAL-FUNCTIONAL CONCEPTS

How To Do It: Nuts and Bolts

1. Communicative Syllabus Design: John Munby; Cambridge University Press
2. Curriculum Development: A Humanized Systems Approach; Robert S. Gilchrist, Bernice R. Roberts: Lear Siegler, Inc./Fearon
3. Identifying the Needs of Adults Learning a Foreign Language: Richterich and Chancerel: Pergamon Press.
4. Instructional Design: Jerrold E. Kemp; Fearon-Pitman, Inc.
5. Objectives - Tool for Change: Peter Pipe: Fearon-Pitman, Inc.
6. Preparing Instructional Objectives: Robert F. Mager; Pitman Learning Inc.
7. TESOL QTLY: Volume 14 #2 June 1980; Functional Language Objectives in Competency Based ESL Curriculum; Chas.A. Findley, Lynne A. Nathan.
8. Testing Communicative Performance; Brenda J. Carrol, Pergamon Press
9. The Threshold Level for Modern Language: J.S. VanEk; Longman Publ.
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11. Waystage English: VanEk, Alexander, Fitzpatrick; Pergamon Press

Theory

1. Notional Syllabuses: D.A. Wilkins, Oxford Univ. Press.
2. Teaching Language As Communication: H.G. Widdowson, Oxford U. Press
3. The Language Teaching Controversy: K.C. Diller, Newbury House

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1. Problems & Principles in English Teaching: C.J. Brumfit, Pergamon Press

Textbooks

1. Developing Communicative Competence: Interaction: Activities In English as a Second Language: Judith Kettering; University of Pittsburgh.
2. Gambits: Three Modules: Public Service Commission of Canada
3. In Touch, I, II, III, Longman
4. Mainline: Beginners; Progress; Skills - 6 books on 3 progressive levels, L.G. Alexander, Longman.
5. New Concept English: First Things First; Practice & Progress: Developing Skills; Fluency in English; 4 books on progressive levels, Alexander, Kingsbury, Vincent, Longman.
6. Strategies: 1 book Abbs, Ayton, Freebairn, Longman.

A P P E N D I C E S

I. LANGUAGE FUNCTIONS

II. GENERAL NOTIONS

III. TOPICS: BEHAVIOURAL SPECIFICATIONS

IV. NEEDS ASSESSMENT INSTRUMENTS

V. PHONE MESSAGE FORMS

VI. THE JOHN TEST

VII. INDIVIDUAL TEACHER/STUDENT CONFERENCES

VIII. SURVEYS, QUESTIONNAIRES

IX. TEST OF FUNCTIONAL-NOTIONAL CONCEPTS

X. ANALYSIS OF ROLE-PLAYING

XI. CURRICULUM IN LEARNING RUSSIAN

SITUATION

- SOCIAL ROLES
- PSYCHOLOGICAL ROLES
- SETTINGS
- TOPICS

LANGUAGE FUNCTIONS

- IMPARTING & SEEKING FACTUAL INFORMATION
- EXPRESSING & FINDING OUT INTELLECTUAL ATTITUDES
- EXPRESSING " " EMOTIONAL "
- EXPRESSING " " MORAL "
- GETTING THINGS DONE (SUASION)
- SOCIALIZING

GENERAL NOTIONS

- ENTITIES
- PROPERTIES & QUALITIES
- RELATIONS

SPECIFICATION OF SITUATIONS

THRESHOLD LEVEL ENGLISH: VanEk and Alexander: Pergamon Press, 1980

SOCIAL ROLES

Stranger/stranger ..... e.g. patient/doctor, nurse
friend/friend

PSYCHOLOGICAL ROLES

1. Neutrality
2. Equality
3. Sympathy
4. Antipathy

SETTINGS

Geographical location ..... e.g. foreign country, own

Place
outdoors ..... e.g. street/square/park/beach/etc.
indoors
private ..... e.g. house/apt. kitchen/etc.
public ..... e.g. shop/cafe/hotel/garage/etc.

Surroundings (human) ..... e.g. family/strangers/etc.

TOPICS

Personal identification ..... e.g. name/ address / sex/ age/ etc.

house & home .... types of accommodation, rooms/rent/services/ region/etc.

trade, profession, occupation .... income/place of work/training/ prospects/etc.

free time, entertainment .... e.g. hobbies/radio/TV/etc.

travel ..... e.g. to work/holidays/languages/places/etc.

relations with other people .... friendship-aversion/invitations/ correspondence/etc.

health & welfare .... parts of the body/ailments/insurance/ medical services/etc.

education ..... schooling/subjects/qualifications/etc.

shopping .... facilities/foodstuffs/prices/etc.

food & drink .... types of/eating out/etc.

services ..... post office/telephone/bank/etc.

places .....

foreign language ..... ability/understanding/etc.

weather .... climate/conditions/etc.

THRESHOLD LEVEL ENGLISH: VanEk and LG Alexander, Pergamon Press 1980

LANGUAGE FUNCTIONS

1. Imparting and seeking factual information

1.1 identifying
1.2 reporting (including describing and narrating)
1.3 correcting
1.4 asking

2. Expressing and finding out intellectual attitudes

2.1 expressing agreement and disagreement
2.2 inquiring about agreement or disagreement
2.3 denying something
2.4 accepting an offer or invitation
2.5 declining an offer or invitation
2.6 inquiring whether offer or invitation is accepted or declined
2.7 offering to do something
2.8 stating whether one remembers or has forgotten something or someone
2.9 inquiring whether someone remembers or has forgotten something etc.
2.10 expressing whether something is considered possible or impossible
2.11 inquiring whether something is considered possible or impossible
2.12 expressing capability and incapability
2.13 inquiring about capability and incapability
2.14 expressing whether something is considered a logical conclusion (deduction)
2.15 inquiring whether something is considered a logical conclusion
2.16 expressing how certain/uncertain one is of something
2.17 .... 2.24

3. Expressing and finding out emotional attitudes

3.1 expressing pleasure, liking
3.2 expressing displeasure, dislike
3.3 inquiring about pleasure, liking, displeasure, dislike
3.4 expressing surprise
3.5 expressing hope
3.6 expressing satisfaction
3.7 expressing dissatisfaction
3.8 inquiring about satisfaction or dissatisfaction
3.9 expressing disappointment
3.10 expressing fear or worry
3.11 inquiring about fear or worry
3.12 expressing preference
3.13 .... 3.19

4. Expressing and finding our moral attitudes

4.1 apologizing
4.2 granting forgiveness
4.3 expressing approval/disapproval
4.4 inquiring about approval/disapproval
4.5 expressing appreciation 4.6 regret 4.7 indifference

5. Getting things done (suasion)

5.1 suggesting a course of action (including the speaker)
5.2 requesting others to do something 5.3 inviting others 5.4 advising

6. Socializing

6.1 to greet people
6.2 when meeting people
6.3 introducing and being introduced
6.4 .... 6.7

II General notions

1 Existential

1.1 existence, non-existence: there is ... (P); there's no ... (P); is there ...? (P); exist (P); make (P) *We ~ bicycles here.*

1.2 presence, absence: here (P); not here (P); away (P).

1.3 availability, non-availability: have/have got (P), used in affirmative and in negative contexts; there is ... (P); there's no ... (P); is there ...? (P).

1.4 possibility, impossibility (objective): possible, impossible, can, cannot (P) (see I.2.12).

1.5 occurrence, non-occurrence: happen (P).

1.6 demonstration: show (P) *Please, ~ me another one.*

2 Spatial

2.1 location: here (P); there (P); somewhere (P); (not ...) anywhere (P); nowhere (P); where? (P); everywhere (P); inside (P) *Put the car ~*; outside (P) *The children are playing ~*; the north (P); in ~ (P) *He lives ~*; the south (P); in ~ (P) *Bournemouth is ~*; the east (P); in ~ (P) *Norfolk is ~*; the west (P); in ~ (P) *There are beautiful beaches ~*; demonstrative adjectives and pronouns: this, that, these, those (P).

2.2 relative position: against + NP (P) *He stood ~ the wall*; at + NP (P) *We'll wait ~ the station/I bought this book ~ Colchester*; behind + NP (P) *There's a tree ~ the house*; between + NP (P) *He walked ~ two policemen*; in + NP (P) *I live ~ London/The letter was ~ the envelope*; in front of + NP (P) *There's a tree ~ the house*; next to + NP (P) *Please, sit ~ me at dinner*; on + NP (P) *The meat was ~ the table*; opposite + NP (P); outside + NP (P) *He spends most of his time ~ the house*; over + NP (P) *We flew ~ the city*; round + NP (P) *There's a wall ~ our garden*; under + NP (P) *The dog slept ~ the table*; with + NP (P) *I shall be ~ you in five minutes*; above + NP (R) *We were flying ~ the clouds*; among + NP (R) *We found a ring ~ the flowers*; before + NP (R) *There was a tree ~ the house*; below + NP (R) *We were flying ~ the clouds*; beside + NP (R) *Come and sit ~ me*; in + NP (R) *He's ~ the room above*; inside + NP (R) *I have never been ~ this museum*; at the end (P); ~ of + NP (P) *Turn left ~ the street*; at the side (P); ~ of + NP (P) *Put your car ~ the road*; in the centre (P) *I'd like to sit somewhere ~*; in the centre of (P) *The best shops are ~ the town*; where + sub-clause (R).

2.3 distance: distance (P) *The ~ from A to B is 5 miles*; near (P) *The village is quite ~*; near + NP (P) *We live ~ the cathedral*; far (away) (P) *The museum is not ~*; far (away) from + NP (P) *We live ~ the town*; in the neighbourhood (of + NP) (R).

2.4 motion: to move (P) *The car did not ~*; stand still (R); stop (P) *The car ~ped suddenly*; go (P) *The car would not ~/Why did you ~?*; get up (P) *I got up at six*; lie down (P) *I would like to ~ for an hour*; sit down (P) *Would you like to ~?*; fall (P) *Be careful or you will ~ on the ice*; walk (P) *Try to ~ to the car*; hurry (P) *~, or you will miss the train*; go + prepositional adjuncts of place (P) (see also II.2.5) *He went to London/He went into the house*; go home/away/out (P); leave (P) *We left the station at 10*; arrive (P) *The train ~d at 11*; reach (P) *We shall ~ Amsterdam at 5 p.m.*; pass (P) *You ~ a big building on your right*; come (P) *He came very late*; come to + NP (P) *He came to our house*; come along (R) *Why don't you ~?*

2.5 direction: direction (P) *In which ~ is Slough?*; north (P) *From this point you go ~*; south (P) *Turn ~ when you come to the river*; east (P) *We are going to travel ~*; west (P) *If you drive ~ you cannot miss it*; (to the) left (P) *Turn ~ at the crossing*; (to the) right (P) *Turn ~ for Liverpool*; straight on (P); to + NP (P) *Let's go ~ London*; towards + NP (P); for + NP (R) *He's leaving ~ Rome*; from + NP (P) *The wind is ~ the east*; into + NP (P) *Let's go ~ the museum*; past + NP (P) *We drove ~ the castle*; across + NP (R) *We walked ~ the street*; along + NP (R) *Walk ~ this street, then turn left*; up + NP (R) *We walked ~ the hill*; down + NP (R) *We walked ~ the hill*; through + NP (P) *We drove ~ the centre of the town*; away (P) *He walked ~*; away from + NP (P) *Go ~ that car!*; up (R) *He looked ~*; down (R) *Shall we walk ~?*; in (P) *Shall we go ~?*; out (P) *We walked ~*; back (P) *Finally we went ~*; follow (P) *Just ~ me till we get to the station*; turn (P) *~ left at the river*; bring (P) *~ me some water*; send (P) *I sent the letter to your office*; carry (P) *Can you ~ this heavy suitcase for me?*; take (P) *I'll ~ you to your room*; take away (R) *Can I take this away?*; put (P) *Where shall I ~ your coat?*; pull (R) *~ to open the door*; push (R) *~ to open the door.*

2.6 origin: from + NP (P) *We came ~ London*; out of + NP (P).

2.7 arrangement: after + NP (P) *John came ~ Peter*; before + NP (P) *John came ~ Peter*; between + NP (P) *We have a holiday ~ Christmas and Easter*; first (P) *John came ~*; last (P) *Peter came ~/The ~ guest arrived at 10.*

2.8 dimension

2.8.1 size: size (P) *What ~ shoes do you take?*; big (P), large (R), small (P), wide (R), narrow (R), high (P), low (P), deep (P), tall (P), short (P), thick (P), thin (P): these and other items belonging to the grammatical category of adjectives, to be used both attributively and predicatively and also in the comparative and the superlative degree where applicable.

2.8.2 length: mile (P); yard (P); foot (P) *The road is 20 ft. wide*; inch (P); kilometre (P); metre (P); centimetre (P); long (P) *This road is very ~*; short (P) *It is only a ~ distance.*

2.8.3 pressure: heavy (P) *This blanket is too ~*; light (P) *I want a very ~ blanket.*

2.8.4 weight: weight (P) *This is not the right ~*; weigh (R) *This will ~ 5 lbs.*; kilo (P); lb. (P); oz. (P); see further 2.8.3. above.

2.8.5 volume (O): gallon (P); pint (P).

2.8.6 space: big (P); small (P); room (P) *You have plenty of ~ here.*

2.8.7 temperature: temperature (P)

8. TOPICS: BEHAVIOURAL SPECIFICATIONS

This chapter is a statement of what the learners will be able to do at T-level with respect to each of the topics listed in Chapter 5. The specification is non-language-specific and will serve as a basis for the notional specification discussed in Chapter 10.

1. Personal identification

Learners should be able to give and seek information about themselves and, if applicable, others, with regard to:

1.1	*name*	first name, initials, surname, spelling them out if required
1.2	*address*	home address, spelling it out if required
1.3	*telephone number*	
1.4	*date and place of birth*	spelling out the place-name if required
1.5	*age*	
1.6	*sex*	
1.7	*marital status*	
1.8	*nationality*	
1.9	*origin*	
1.10	*profession, occupation*	
1.11	*employer*	name of firm, company, institution, organization or individual by whom employed, nature of firm, company, institution or organization
1.12	*family*	composition of family, family-relations
1.13	*religion*	name of religion
1.14	*likes and dislikes*	especially with regard to people, hobbies and interests, food and drink
1.15	*character, temperament, disposition*	general characterization of other people.

2. House and home

Learners should be able to discuss where and under what conditions they and others live, specifically:

2.1	*types of accommodation*	describe the type of house, flat etc in which they live themselves, as well as those in the neighbourhood, seek similar information from others
2.2	*accommodation, rooms*	describe their own accommodation, house, flat, etc, and the rooms in it, seek similar information from others
2.3	*furniture, bedclothes*	mention and inquire about the availability of the most essential pieces of furniture and bedclothes

2.4	*rent*	state, rent and/or purchase price of their own accommodation and inquire about that of other houses, flats, etc
2.5	*services*	mention and inquire about availability of such services as gas, electricity, heating, telephone
2.6	*amenities*	mention and inquire about availability of bath, shower, fridge, TV, garage, garden, cleaning facilities etc
2.7	*region*	characterize and inquire about the nature of their own region and that of others: agricultural, industrial, scenery, whether it is attractive or not etc
2.8	*flora and fauna*	characterize and inquire about flora and fauna of their own region and that of others.

3. Trade, profession, occupation

Learners should be able to exchange information about:

3.1	*trades, professions, occupations*	the nature of their own former and present jobs and those of others
3.2	*place of work*	where they and others work
3.3	*conditions of work*	working hours, holidays, position in an organization, employment and unemployment
3.4	*income*	income and taxation
3.5	*training*	the nature of training (if any) required for their own job and those of others
3.6	*prospects*	possibilities for further career, wishes and plans for future.

4. Free time, entertainment

Learners should be able to exchange information about:

4.1	*hobbies*	say what their hobbies are and inquire about those of others
4.2	*interests*	say what their special interests are and inquire about those of others
4.3	*radio, TV*	say whether they like watching TV, listening to the radio, which programmes they like particularly, which they dislike, and inquire about the preference of others
4.4	*cinema, theatre, opera, concert, etc*	state own preferences and inquire about those of others, inquire about programmes and booking facilities, buy tickets, ask for the cloakroom, find their way
4.5	*sports*	state own preferences and inquire about those of others, inquire about sporting

		events, buy tickets for stadium etc, discuss result of a match
4.6	*intellectual pursuits*	say whether they like reading and studying, whether they are actually studying, if so, what; seek similar information from others
4.7	*artistic pursuits*	say what forms of art they are interested in, if any; inquire about the preferences of others, give and seek information on the availability of public facilities: cinemas, theatre, museums etc
4.8	*museums, galleries, exhibitions*	say whether they are interested in museums, galleries, exhibitions; inquire about the interests of others; give and seek information on availability, price of tickets, opening-hours etc
4.9	*press*	say what they read regularly: newspapers, magazines etc; inquire about the preferences of others; inquire about the press in the foreign country.

5. Travel

The learners should be able to deal with various aspects of travelling:

5.1	*travel to work, evening-class etc*	say how they travel to work, evening-class, etc, what means of transport, what times, duration of journey, how often; seek similar information from others
5.2	*holidays*	say and inquire about where they and others normally spend their holidays and how long they last, how they spend them (camping, in hotels, etc), with whom (friends, relatives, etc); describe a previous holiday, where they went, how, with whom, for how long, where they stayed, what the weather was like, what they saw, what they did, give their general impressions and say whether they enjoyed the holiday and would go again; describe their plans for a future holiday and seek similar information from others; say whether they have been in the foreign-language country before, seek similar information from foreigners with respect to their own country; say which foreign country (countries) they would particularly like to visit and why; seek similar information from others

5.3	*countries and places*	characterize countries, places and regions, say something about their size, where they are situated and in what surroundings, mention possibilities for sight-seeing; seek similar information from others, what to visit and how
5.4	*public transport*	ask how to get to a place by public transport; give information on this to others; buy tickets; inquire about lost property; discuss times of arrival and departure; discuss routes; discuss restaurant/refreshment facilities; understand the commonest public announcements
5.5	*private transport*	obtain and give information about routes, types of roads, traffic rules, parking facilities, car-maintenance facilities, documents
5.6	*entering and leaving a country*	state whether they wish to declare anything at the customs; inquire about documents needed; ask about import regulations; state reasons for visiting foreign country, duration of stay, fill in forms if required when entering or leaving the foreign language country, give personal information (*cf* 1); change money
5.7	*nationalities*	state own nationality and inquire about that of others
5.8	*languages*	say which foreign languages they speak, understand, read, write; say something about their level of proficiency; say what experiences they have; how they have learned them, how easy/difficult they think they are, whether they intend to continue learning foreign languages, whether they need them much; seek similar information from others
5.9	*hotel, camping-site etc*	inquire about nature and availability of accommodation, state wishes as to size of rooms, situation of rooms or camping-site, amenities, view; discuss terms and prices; fill in registration forms; ask about mealtimes, ask for key, inquire about laundry facilities, ask for early morning call
5.10	*travel documents*	ask what documents are needed; inquire about how to obtain visa, insurance, tickets
5.11	*fares*	inquire about fares, price reductions, single and return, children and adults
5.12	*tickets*	obtain tickets and pay for them

5.13	*luggage*	ask for one's luggage by identifying it, use services of a porter, inquire at lost property office
5.14	*traffic*	ask about traffic-rules, especially one-way streets, parking, speed limits; give information on same subjects; understand the commonest texts on traffic signs.

6. Relations with other people

Learners should be able to deal with various aspects of social life:

6.1	*friendship/aversion*	say what people they like or dislike; seek similar information from others
6.2	*invitations*	invite others for a visit, a meal, a drink, private or public entertainment; accept and decline such invitations; make an appointment
6.3	*correspondence*	say whether they correspond with foreign language speakers, with whom, about what, how frequently; seek similar information from others; ask for writing materials, notepaper, postcards
6.4	*club membership*	say whether they are members of any clubs, if so what clubs and what activities; seek information from others about the same subject
6.5	*political and social views*	say something about their political views, whether they support a political party, what sort of government their own country has; say something about social security in their own country, especially old-age pensions and medical care; seek similar information from others.

7. Health and welfare

Learners should be able to deal with various aspects of health and welfare:

7.1	*parts of the body*	refer to some parts of the body where simple gesture does not suffice to locate the source of pain, disorders, etc
7.2	*positions of the body*	refer to and inquire about positions and movements of the body, sitting, standing, lying down etc
7.3	*ailments/accidents*	report illness, injury, accident; say whether they have been ill before and whether they have been operated upon; say whether they have to take medicine regularly, if so, what medicine

7.4	*personal comfort*	say whether they are comfortable or the reverse, whether they are hungry, tired, ill or well, want to rest; inquire about the same subjects
7.5	*sensory perception*	say whether they can see, hear, smell, taste something; say how something smells, tastes; inquire about the same subjects
7.6	*hygiene*	inquire about bathing, washing, hairdressing facilities; ask for articles of personal hygiene
7.7	*insurance*	say whether they are insured or not, against what risks, if so where; inquire about the same subjects
7.8	*medical services*	inquire about medical facilities, surgery hours, conditions of treatment; make an appointment with a doctor, a dentist, at a hospital; buy medicine at a chemist's; answer a doctor's questions; make clear to a doctor what is wrong
7.9	*emergency services*	ask for the police or the fire department, ask for an ambulance, a doctor, ask for the consul.

8. Education

Learners should be able to discuss:

8.1	*schooling*	say what sort of education they have had, say how they learned the foreign language, at what institute, what course; seek similar information from others
8.2	*subjects*	say what subjects they are particularly interested in; seek similar information from others
8.3	*qualifications*	say what diplomas or certificates they have, what examinations they have taken, whether they have passed or failed, whether they are preparing themselves for further examinations; seek similar information from others.

9. Shopping

Learners should be able to deal with various aspects of shopping:

1.1	*shopping facilities*	ask for and give information about supermarkets, shopping centres, markets, shops (baker, butcher, etc); ask in a shop whether particular goods are available, ask to see them, find out how much they cost, ask to be shown something cheaper,

		better, different, pay for goods bought, be familiar with expressions of quantity, weight, and with the money in the foreign country
9.2	*foodstuffs*	ask for the most common foodstuffs
9.3	*clothes, fashion*	ask for the more common articles of clothing and articles of personal use; ask for specific colours and materials
9.4	*smoking*	ask for smokers' requisites
9.5	*household articles*	ask for the more common household articles, particularly those most likely to be needed by a visitor to a foreign country
9.6	*medicine*	ask for chemist's; buy medicines against common physical disorders
9.7	*prices*	inquire about prices, discounts, method of payment; say whether price is convenient, (too) high or (too) low
9.8	*weights and measures*	discuss size and weight in general terms (big, small, heavy, light, etc) and in terms of the commonest standard weights and measures in the foreign language community and in their own.

10. Food and drink

Learners should be able to deal with some aspects of eating and drinking:

10.1	*types of food and drink*	order a meal in a restaurant, refer to a menu, say what meal they want, what they want to eat and how it should be prepared (boiled, fried, etc); seek similar information from others
10.2	*places where you eat and drink*	ask about places where one can eat and drink; give information to others about same subject; order food and drink (see 10.1 above); ask for the bill; paying and tipping.

11. Services

Learners should be able to make use of a number of important services and help others to use them:

11.1	*post*	give and seek information about where the post office is, where a letter box is; inquire about postage for letters and parcels; buy stamps; inquire about poste-restante
11.2	*telephone*	give and seek information about where phone calls can be made; ask someone to ring them up; tell others they will ring them up; ask if they can make a call; ask

		for a telephone number and give their own number, ask for coins
11.3	*telegraph*	send a telegram; ask when it will arrive; inquire about the price
11.4	*bank*	give and seek information about where the nearest bank is, where foreign money can be changed; change money at a bank; cash a cheque; say whether and, if so, where they have an account
11.5	*police*	give and seek information about where the nearest police-station is; report a loss or a theft; pay a fine
11.6	*hospital, surgery*	(see *Health and welfare* – medical services, above)
11.7	*repairs*	give and seek information about where things can be repaired; ask for things to be repaired
11.8	*garage*	give and seek information about where the nearest garage is; report a breakdown; ask for technical help
11.9	*petrol-station*	give and seek information about where the nearest petrol-station is; buy petrol, have oil, water and tyres checked.

12. Places

Learners should be able to ask the way and to give strangers directions; they should be able to refer to a map, and to state and inquire about distances.

13. Foreign language

Learners should be able to discuss the use of a foreign language:

13.1	*ability*	say how well they speak, understand, read, write a foreign language, whether they consider it easy or difficult; seek similar information from others
13.2	*understanding*	ask what things are called; ask what phrases, words, etc mean; ask someone to speak slowly, clearly, to repeat something, to explain what he means
13.3	*correctness*	ask whether something is correct, ask someone to correct mistakes; ask how something is pronounced.

14. Weather

Learners should be able to discuss the weather:

14.1	*climate*	characterize the climate in their own country and in the foreign country (if they

		know it); inquire about the climate in the foreign country
14.2	*weather conditions*	describe weather conditions in the four seasons in their own country, and, as far as known, in the foreign country; inquire about weather conditions in the foreign country.

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ASSOCIATED YM-YWHA PROJECT ARI/ESL PROGRAM FOR RUSSIAN IMMIGRANTS

BACKGROUND INFORMATION

DATE _____ REFERRAL SOURCE _____

NAME: LAST (FAMILY) _____ FIRST _____ MIDDLE ___

ADDRESS: _____ ZIP CODE _____

PHONE: _____ SOCIAL SECURITY NO. _____

DATE OF BIRTH: _____ AGE _____ SEX _____ MARITAL STATUS _____

DATE YOU LEFT NATIVE COUNTRY: _____

WHERE DID YOU LIVE BEFORE COMING TO THE U.S. _____ FOR HOW LONG ___

DID YOU COME TO THE U.S. DIRECTLY FROM YOUR NATIVE COUNTRY? ☐ YES ☐ NO

DATE OF ARRIVAL IN U.S. _____ CITY _____

SPONSORING AGENCY ☐ HIAS ☐ NYANA ☐ OTHERS

PREVIOUS CONTACT WITH ARI: YES ☐ NO ☐

NATIVE COUNTRY

COUNTRY OF ORIGIN _____

CITY OR TOWN _____

EDUCATION:
- COMPLETED GRADE SCHOOL YES _____ NO _____
- COMPLETED HIGH SCHOOL YES _____ NO _____
- COMPLETED COLLEGE YES _____ NO _____
- HIGHEST GRADE COMPLETED _____
- FIELD OF STUDY _____

WHAT LANGUAGES DO YOU SPEAK ? _____

HAVE YOU STUDIED ENGLISH ? YES _____ NO _____

- WHERE _____
- WHEN _____
- FOR HOW LONG _____

HOW DID YOU USE YOUR KNOWLEDGE ?
- SOCIALLY YES _____ NO _____
- ON JOB YES _____ NO _____
- IN SCHOOL ONLY YES _____ NO _____

OCCUPATION IN NATIVE COUNTRY: _____

HOW LONG WERE YOU EMPLOYED ? _____

IN THE UNITED STATES

MEMBERS OF YOUR FAMILY LIVING WITH YOU: CHILDREN _____ AGES _____

PARENTS, ETC. _____

YOUR SOURCE OF INCOME:

PRESENT OCCUPATION: _____

NAME OF COMPANY OR OFFICE: _____

ADDRESS _____ PHONE _____

ARE YOU SATISFIED WITH YOUR PRESENT JOB? YES _____ NO _____

ARE YOU LOOKING FOR A JOB? YES _____ NO _____ WHAT KIND ? _____

HOW DID YOU GET YOUR PRESENT JOB ? _____

IS YOUR TOTAL FAMILY INCOME WITHIN CETA GUIDELINES? YES _____ NO _____

HEALTH CONDITION: (check one) GOOD ☐ FAIR ☐ DISABILITY ☐ MEDICATION ☐

SCHOOL INFORMATION

CHILD'S SCHOOL OR NURSERY SCHOOL PICK UP YES _____ NO _____

CAN ONLY WORK PART TIME YES _____ NO _____

CAN WORK FULL TIME YES _____ NO _____

CAN STUDY: ☐ MORNING ☐ AFTERNOON ☐ EVENING

I WANT TO STUDY ENGLISH FOR: (please check)

- ☐ SOCIAL INTERACTION
- ☐ JOB
- ☐ HELP MY CHILDREN
- ☐ DEAL WITH AGENCIES

OTHER REASONS: _____

IN CASE OF EMERGENCY NOTIFY:

NAME _____

ADDRESS _____

PHONE _____

CLASS ASSIGNMENT

TEACHER's NAME _____ ROOM NUMBER _____

SCHEDULE OF CLASS _____ BEGINNING DATE OF CLASS _____

Student Communication Form Teacher's Name/Date _____/_____

Student Name Phone Address (If no phone) Instructions & Message

---

Student Communication Form Teacher's Name/Date _____/_____

Student Name Phone Address (If no phone) Instructions & Message

---

Student Communication Form Teacher's Name/Date _____/_____

Student Name Phone Address (If no phone) Instructions & Message

THE JOHN TEST

ART 1: COMPREHENSION QUESTION

Picture 1

Is John sitting on the bed? 0 1 2

Is there anything on the table? What? 0 1 2

Is it morning or afternoon? 0 1 2

What time is it? 0 1 2

Picture 2

How does John go to school? 0 1 2

Is there a man with a beard on the bus? 0

What's the bus driver doing

Picture 3

Why is he

about? 0 1 2

the count

many cups

0 1 2

at)? 0 1 2

sleeping? How do you know? 0 1 2

Why is John sleeping? 0 1 2

PART II: CONNECTED DISCOURSE

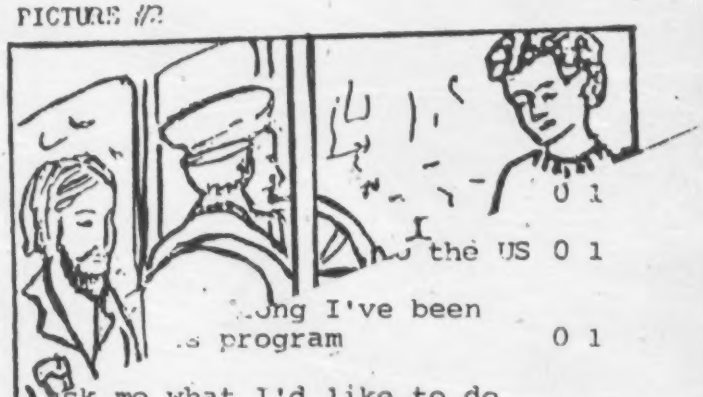
Fluency:	___ 2	___ 4	___ 6	___ 8	___ 10	___ 12
Structure:	___ 2	___ 4	___ 6	___ 8	___ 10	___ 12
Pronunciation:	___ 2	___ 3	___ 4	___ 5	___	
Vocabulary:	___ 2	___ 3	___ 4	___ 5	___	

PART III: ASKING QUESTIONS

Ask me my name 0 1

Ask me my address 0 1

PICTURE #2



0 1

the US 0 1

ng I've been
program 0 1

Ask me what I'd like to do when I finish work. 0 1

Please

PICTURE #4

epeats

Final

ART II			
PART III			
		TOTAL SCORE	

SUGGESTED AREAS OF DISCUSSION for Student/Teacher Conference

I. The reasons why people attend school.

Why do you need English?
What do you want to use English for?

II. Personal information about students

How long have you been here?
What you did in Russia?
What you are doing now? Do you need English for your job?
Job plans for the future

III. School

Are you satisfied with the classroom methods of learning English?
Have you any suggestions?
What are your problems in learning English?
Which topics are useful for you? In what situations do you need English?

IV. Outside experiences with English

Do you need any help with forms?
How much English do you speak outside of the classroom? For what purpose?

V. Health

How is your health and that of your family?

VI. Adjustment

What are your diffuculties in adjusting to American ways of life?

STUDENT-TEACHER CONFERENCE REPORT

DATE_____

TEACHER's NAME_____CLASS LEVEL_____

STUDENT's NAME_____

COMMENTS:

FOLLOW-UP ACTIVITY: (Classroom and/or individual)

(Please submit to the office after each conference)

SURVEYS

CLASS SURVEY (1)

Put a mark in the box after the sentence that you agree with.
Put only one mark in every number.

1. I am a slow learner. ☐
   I am a fast learner. ☐
2. I need more time to understand in class. ☐
   I need less time to understand in class. ☐
3. I want the teacher to go slower for me. ☐
   I want the teacher to go faster for me. ☐
4. I want help to study the material two or three times. ☐
   I want more material to study. ☐
5. I want more personal help from the teacher. ☐
   I want more time to work by myself in class. ☐
6. I want more help from other students. ☐
   I want to work on difficult tasks with other students. ☐

CLASS SURVEY (2)

Please place a number in each box, in order of importance.
0=no importance 1... 2=important 3... 4=very important.

_____ learning grammar
_____ conversation (group)
_____ conversation (class)
_____ writing exercises
_____ free writing
_____ learning dialogues
_____ dictation
_____ learning American songs and idioms
_____ learning coping skills (the bank, the doctor, etc.)
_____ reading and comprehension
_____ hearing yourself on tape
_____ hearing an American voice
_____ having Speakers speak to you on different subjects (lawyers, bankers..)
_____ any others

CLASS SURVEY (3)

Please put YES or NO on your comment.

1. Do I go too quickly for you? _____
2. Do I go too slowly for you? _____
3. Do I allow you enough time to speak? _____
4. Do I call on you enough? _____
5. Do you want more time to work by yourself in class? _____
6. Do you want more personal help? _____
7. Is there anything in class that bothers you? _____
8. Do you want to do more written work from the text in class? _____

CLASS SURVEY (4)

Please put YES or NO on your comment.

1. Do you speak English at home? _____
2. Do you have American friends with whom you speak English _____
3. Do you speak English at work? _____
4. Do you work in ____ a store ____ a factory
   ____ an office ____ at home
   ____ a school ____ other
5. Do you study at home what we've learned in class? _____
6. Is the English we learn in the classroom useful outside? _____

CLASS SURVEY (5)

Put a check in the box after the sentence you agree with.
Put only one check after each number.

1. We do enough writing in our class. ____
   We should do more writing in our class. ____
   We should do less writing in our class. ____
2. We do enough reading in our class. ____
   We should do more reading in our class. ____
   We should do less reading in our class. ____
3. We do enough grammar work in our class. ____
   We should do more grammar work in our class. ____
   We should do less grammar work in our class. ____
4. We do enough homework. ____
   I want to do more homework. ____
   I want to do less ___ or no homework. ____
5. I get enough time to speak English in class. ____
   I want more time to speak English in class. ____
   I don't want to speak so much in class. ____

CLASS SURVEY (6)

Check YES or NO after each statement.

1. I want to do more dictations. YES ___ NO ___
2. I want to do more free writing activities. YES ___ NO ___
3. I want to learn how to write a business letter YES ___ NO ___
4. I want to learn how to write a resume YES ___ NO ___

CLASS SURVEY (7)

Please write in the blanks some topics you must know about at this time.

1. _____
2. _____
3. _____
4. _____

Please write in the blanks some topics of interest you would like to know about.

1. _____
2. _____
3. _____
4. _____

CLASS SURVEY (8)

Is it easy or difficult for you to use English in these situations?

	very easy	easy	not too difficult not too easy	difficult	very difficult
1. Talking on phone to a friend					
2. Talking on phone to a stranger					
3. Traveling by subway or bus					
4. Going shopping for food					
5. In the library					
6. At school					
7. Shopping in a department store					
8. At the gas station					
9. At the post office					
10. At the bank					
11. The barber's or beauty parlor					
12. At a hospital or doctor's					
13. In a restaurant					
14. The movies, museum, theater					
15. Listening to the radio					
16. Watching t.v.					

CLASS SURVEY (9)

Put a check in the appropriate box.

		always	sometimes	never
I understand English	in the stores.			
	at the doctor's.			
	at work.			
	at my children's school.			
	on subways & buses.			
	in my neighborhood.			
	on television.			
	on the radio.			
	in government offices, eg, Social Security...			
	at school.			
	at Con Edison			
	at N.Y. Telephone			

		often	sometimes	never
I speak English	with my teacher.			
	with the dentist.			
	with the doctor.			
	with my classmates.			
	with my neighbors.			
	with my family.			
	with my child's teacher.			
	with friends.			
	with salespeople.			
	with government workers.			

CLASS SURVEY (10)

CLASS EVALUATION

DATE_____

	-3 Not good for me	-2	-1	0 I don't know	+1	+2	+3 Very Good	DO AGAIN? YES or NO
1.								
2.								
3.								
4.								
5.								
6.								

Personal Comments:

APPENDIX VIII.

CLASS SURVEY (11)

	Not important 0--1--2--3--4 Very important	COMMENTS
to use the subway system in N.Y.C.		
to use hospitals; clinics; doctor's visits		
to listen to weather reports from radio & TV		
to plan careers; career changes; get jobs		
to use restaurants		
to find places of entertainment; hobbies		
to get around N.Y.C.; giving & asking directions		
to use airports, train terminals, travel agencies		
to go shopping; to use stores where English is spoken		
to use the telephone		
to travel to places where they speak English		
to understand Americans speaking		
to speak with Americans		
to listen to music on the radio		
to read the news in English		
to visit Americans in their homes		
to have American friends		
to use a bank where they speak English		
to write in English		
to go to school; job training; college		
to express my own thoughts and feelings in English		

APPENDIX IX.

Test
Objective: The results of this test will allow the workshop planners to understand how much the participants have understood and how to proceed to next step.

A. Respond to these statements with True or False.

— 1. The program of workshops and on-site training is designed to eventually provide a program-wide curriculum in each site.

— 2. The type of curriculum is specified and each site will be provided with the same curriculum in practive.

— 3. The method of operation will be a participatory one in which the actual curriculum instruments and materials will be produced by everyone in the program.

— 4. A notional-functional syllabus proceeds through a progressive arrangement of identified grammatical patterns.

B. Multiple Choice: Choose the best option.

5. In a notional-functional program, students are organized
   a. according to their knowledge of grammar and vocabulary.
   b. according to their level of language knowledge.
   c. according to an analysis of their language needs.

6. In dealing with a Tense Form a teacher in the N-F approach would
   a. show its change of meaning in different contexts.
   b. include almost any example of that tense form in the lesson.
   c. reject it beforehand as inapplicable because it is grammar.

7. Students working in pairs in a N-F learning activity might
   a. produce a number of sentences beginning with "if..."
   b. re-produce the dialogue from the textbook.
   c. produce a short interchange between friends who are "trying to make excuses".

8. The first consideration in planning a N-F curriculum is to identify
   a. what students will have to do with the language.
   b. the appropriate situations for the language materials.
   c. the structures to be learned.

C. Identify these items below with S standing for a structural, grammatical or situational approach; in general, those approaches that focus on grammar and vocabulary as learning objectives. Or N-F standing for notional-functional as those approaches that focus on performance skills.

9. S N-F Repetition and Transformation drills.
10. S N-F Students working in pairs on a communication task
11. S N-F A role-play situation.
12. S N-F A unit titled "At the Supermarket".
13. S N-F Learning "how to convince someone else".
14. S N-F A prepared dialogue.
15. S N-F A selected and limited amount of vacabulary.
16. S N-F An actual phone conversation recorded.
17. S N-F A dialogue that features (be + going to: future)

D. Examples of materials from the literature of ESL.
Identify with S or NF as above.

(from the Table of Contents)

18. S NF Unit 2. Making Friends
Set 1. Express Likes and Dislikes
Set 2. Express Personal Opinions
Set 3. Making Suggestions and Plans

19. S NF Unit 1. Where did you go yesterday?
Information questions in the past
ON, IN

20. S NF (Fill in.) An adverb clause does the job of an _____. (adverb)

(instructions from teachers' manuals)

21. S NF "Have the students read the dialogue in unison. Then divide the class into two groups and then have the dialogue read in parts."

22. S NF "Remember that this Conversation is not intended for memorization. Some of the language in it is passive; that is, not to be practiced yet."

(methodology and syllabus design)

23. S NF "The learning of language, then, involves acquiring the ability to compose correct sentences. That is one aspect of the matter. But it also involves acquiring an understanding of which sentences, or parts of sentences, are appropriate in a particular context."

24. S NF "... the ultimate aim in language learning is to acquire communicative competence, to interpret ..."

25. S NF "Since language learning is thought of as a habit forming process, it cannot be held that students are able to learn from their mistakes. An incorrect response is seen as the beginning of an incorrect habit."

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DISCOURSE ANALYSIS OF ROLE-PLAYING

DISCOURSE ITEMS	DESCRIBE THE SITUATION	IDENTIFY THE LANGUAGE FUNCTIONS	FOCUS ON A FEW GENERAL NOTIONS

Lesson One: Classroom Management: Directions

Interaction One
Functions: Getting Attention - (Responding Behavior) - Acknowledging/Approving

Item 1.

A. Quiet, please.	A. – ТИШЕ, ПОЖАЛУЙСТА.
B. (behavior)	B.
A. Thank you.	A. – СПАСИБО

Item 2.

A. I'm waiting.	A. – Я ЖДУ
B. (behavior)	B.
A. Okay.	A. – ХОРОШО

Item 3.

A. Please!	A. – ПОЖАЛУЙСТА!
B. (behavior)	B.
A. That's good.	A. ХОРОШО

Interaction Two
Functions: Giving Instructions - (Responding Behavior) - Approving/Disapproving

Item 1.

A. Listen.	A. – СЛУШАЙТЕ
B. (behavior)	B.
A. That's good.	A. – ХОРОШО

Item 2.

A. Write.	A. – ПИШИТЕ
B. (behavior)	B.
A. ...	A.

Item 3.

A. Begin.	A. – НАЧИНАЙТЕ
B. (behavior)	B.
A. No, that's not right.	A. НЕТ, ЭТО НЕ ПРАВИЛЬНО.

Item 4.

A. Wait/Stop.	A. – ПОДОЖДИТЕ
B. (behavior)	B.
A. ...	A.

Item 5.

A. Go there.	A. – ИДИТЕ ТУДА
B. (behavior)	B.
A. ...	A.

Item 6.

A. Once again.	A. ЕЩЁ РАЗ
B. (behavior)	B.
A. ...	A.

Interaction Three
Functions: Inquiring - Replying - Acknowledging

Item 1.

A. Ready?	A. – ГОТОВЫ?
B. Yes.	B. – ДА.
A. Okay.	A. ХОРОШО.

Item 2.

A. Are you ready?	A. – ГОТОВЫ (ВЫ)?
B. No.	B. – НЕТ.
A. All right.	A. – ХОРОШО

Item 3.

A. Ready?	A. – ГОТОВЫ?
B. Wait a minute.	B.
A. Okay.	A. – ХОРОШО

Item 4.

A. Finished?	A. – ЗАКОНЧИЛИ?
B. Yes/No	B. – ДА/НЕТ.
A. Okay.	A. ХОРОШО

Lesson Two: Classroom Management: Scheduling Information

Interaction One
Functions: Getting Information - Imparting Information

Item 1.

A. Quiet, please.
I have an announcement.
B. Shh! Quiet.
There's an announcement.

A. ТИШЕ, ПОЖАЛУЙСТА.
У МЕНЯ ЕСТЬ ОБЪЯВЛЕНИЕ.
B. ТИШЕ! Я ХОЧУ СДЕЛАТЬ ОБЪЯВЛЕНИЕ.

Item 2.

A. I'm waiting.
Thank you.
There's an announcement.
B. The teacher has an announcement.

A. Я ЖДУ.
СПАСИБО
B. У ПРЕПОДАВАТЕЛЯ ЕСТЬ ОБЪЯВЛЕННЕ.

Interaction Two
Functions: Reporting - Clarifying - Responding

Item 1.

A. There's a holiday next ...
B. Next ...?
A. Yes.

A. У НАС БУДЕТ ПРАЗДНИК {В СЛЕДУЮЩИЙ ПОНЕДЕЛЬНИК
B.
A. ДА.

Item 2.

A. There's no school next ...
B. Tomorrow?
A. No, next ...

A. У НАС НЕТ ЗАНЯТИЙ В СЛЕДУЮЩИЙ ПОНЕДЕЛЬНИ
B. ЗАВТРА?
A. НЕТ, ...

Item 3.

A. We have classes ...
B. Tuesdays and Thursdays?
A. NO, NOT Thursdays. Wednesdays.

A. У НАС ЕСТЬ ЗАНЯТИЯ ПО ВТОРНИКАМ {СРЕДАМ
B. ПОВТОРНИКАМ И ЧЕТВЕРГАМ?
A. НЕТ, НЕ ПО ЧЕТВЕРГАМ, А ПО СРЕДАМ.

Item 4.

A. ...
B. When?
A. ...

A.
B. КОГДА?
A.

Item 5.

A. We don't have classes ...
B. No? No class ...?
A. Yes, that's right.

A. У НАС НЕ БУДЕТ ЗАНЯТИЙ В {СЛЕДУЮЩИЙ ВТОРНИК.
B. НЕ БУДЕТ ЗАНЯТИЙ ВО ВТОРНИК?
A. ДА, ПРАВИЛЬНО.

Interaction Three
Functions: Requesting - Responding

Item 1.

A. At what time?
B. ... o'clock.

A. ВО СКОЛЬКО?
B. В СЕМЬ ЧАСОВ.

Item 2.

A. When?
B. On ...

A. КОГДА?
B.

Item 3.

A. How often?
B. (Once...Four times a week)

A. КАК ЧАСТО?
B. Один.....четыре раза в неделю.

Item 4.

A. What days?
B. ... (and ...)

A. В КАКИЕ ДНИ?
B. ПО ПОНЕДЕЛЬНИКАМ И СРЕДАМ.

Item 5.

A. Where?
B. Room number ...

A. ГДЕ?
B. Номер комнаты 3

Item 6.

A. Where?
B. The ...(th) floor.

A. ГДЕ?
B. НА ПЕРВОМ ЭТАЖЕ.

Item 7.

A. What did you say?
B. I said ...

A. ЧТО ВЫ СКАЗАЛИ?
B. Я СКАЗАЛ НА ПЕРВОМ ЭТАЖЕ.

Interaction Four
Functions: Reporting - Advising - Agreeing/Disagreeing

Item 1.

A. (Name) will visit us.
You should listen to him/her.
B. We should study, really.

A. К НАМ ПРИДЕТ В ГОСТИ..
ВЫ ДОЛЖНЫ СЛУШАТЬ ЕГО.
B. МЫ ДЕЙСТВИТЕЛЬНО ДОЛЖНЫ УЧИТЬСЯ

Item 2.

A. A social worker will visit the school.
You should know about social work.
B. Yes, we agree.

A. РАБОЧИЙ СОЦИАЛЬНЫХ УСЛУГ ПРИЙДЕТ В НАШУ ШКОЛУ. ВЫ ДОЛЖНЫ ЗНАТЬ О СОЦИАЛЬНОЙ РАБОТЕ.
B. ДА, МЫ СОГЛАСНЫ.

Interaction Five
Functions: Reporting - Inviting - Accepting/Not accepting

Item 1.

A. There's a (activity) next ...
You're all invited.
B. Thanks. We'll be there.

A. У НАС БУДЕТ ПРАЗДНИК В СЛЕДУЮЩЕЕ ВОСКРЕСЕНЬЕ. МЫ ВАС ПРИГЛАШАЕМ.
B. СПАСИБО, Я ПРИЙДУ.

Item 2.

A. There's a ... in the ...
B. Thanks, but I'll be busy.

A. СОБРАНИЕ СТУДЕНЧЕСКОГО СОВЕТА (проходи в аудитор)
B. СПАСИБО, НО Я БУДУ ЗАНЯТ.

Lesson Three: Classroom Management: Procedures

Interaction One
Functions: Getting Attention - Advising (against) - Acknowledging/Approving

Item 1.

A. Excuse me. There's no ...ing now.
A. Извините

B. (behavior)
B.

A. Thank you.
A. Спасибо.

Item 2.

A. Quiet, please. No talking during ...
A. Тише, пожалуйста не разговаривайте во время

B. (behavior)
B.

A. That's better.
A. Так лучше

Interaction Two
Functions: Giving Instructions - (behavior) - Approving/Disapproving

Item 1.

A. Please listen.
A. Слушайте, пожалуйста

B. (behavior)
B.

A. That's good.
A. Это хорошо

Item 2.

A. Pay attention.
A. Внимание

B. (behavior)
B.

A. That's better.
A. Так лучше

Item 3.

A. Go/Come to the blackboard.
A. Подойди к доске

B. (wrong behavior)
B.

A. No, not there.
A. Нет, не туда

Item 4.

A. Please read, one at a time.
A. Читай, пожалуйста, по одному

B. (behavior)
B.

A. That's right.
A. Это правильно

Item 5.

A. Sit down, please.
A. Садись, пожалуйста

B. ...
B.

A. ...
A.

Item 6.

A. Speak English only.
A. Говорите только по-английски

B. ...
B.

A. ...
A.

Item 7.

A. Open your books.
A. Откройте ваши книги

B. ...
B.

Interaction Three
Functions: Reporting - Reacting

Item 1.

A. You have ten minutes for the test.
B: Okay.

A. ВАМ ДАНО ДЕСЯТЬ МИНУТ НА ЭКЗАМЕН
B. ХОРОШО

Item 2.

A. It's time for the break.
B. Is it?

A. СЕЙЧАС ПЕРЕРЫВ
B. ТАК ЛИ?

Item 3.

A. Class begins at ...
B. That's good.

A. ЗАНЯТИЯ НАЧИНАЮТСЯ В....
B. ЭТО ХОРОШО

Item 4.

A. We take attendance in this book.
B. I understand.

A. МЫ ЗАПИСЫВАЕМ ПОСЕЩАЕМОСТЬ В ЭТОЙ КНИГЕ
B. Я ПОНИМАЮ.

Item 5.

A. We have homework.
B. Oh, no!.

A. У НАС ЕСТЬ ДОМАШНЕЕ ЗАДАНИЕ
B. О, НЕТ!.

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Lesson Four: Helping Students with Official Forms

Interaction One
Functions: Requesting - Responding

Item 1.

A. Could you help me?	A. НЕ МОГЛИ БЫ ВЫ ПОМОЧЬ МНЕ?
B. Let me see.	B. ПОСМОТРЮ.

Item 2.

A. Can you help me?	A. ВЫ МОЖЕТЕ ПОМОЧЬ МНЕ?
B. I don't know.	B. Я НЕ ЗНАЮ.

Item 3.

A. Could you help me with this?	A. НЕ МОГЛИ БЫ ВЫ ПОМОЧЬ МНЕ В ЭТОМ
B. What's this?	B. ЧТО ЭТО?

Item 4.

A. Can you help me?	A. ВЫ МОЖЕТЕ ПОМОЧЬ МНЕ?
B. I'm sorry. I can't.	B. ИЗВИНИТЕ, Я НЕ МОГУ.

Interaction Two
Functions: Instructing - (Explaining) - Responding

Item 1.

A. What's the problem?	A. В ЧЕМ ДЕЛО?
B. (explication)	B.
A. Your name.	A. КАК ВАША ФАМИЛИЯ.

Item 2.

A. What's this?	A. ЧТО ЭТО?
B. (explication)	B.
A. Your address.	A. ВАШ АДРЕС

Item 3.

A. Let me see.	A. ПОСМОТРИМ
B. ...	B.
A. ...	A.

Interaction Three
Functions: Advising - Accepting/Rejecting - Responding

Item 1.

A. You have to write your name.	A. НАПИШИТЕ ВАШЕ ИМЯ
B. I can't.	B. Я НЕ МОГУ
A. Why not?	A. ПОЧЕМУ?

Item 2.

A. You have to go there.	A. ВЫ ДОЛЖНЫ ПОЙТИ ТУДА.
B. When?	B. КОГДА?
A. ...	A.